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ABSTRACT

Intended to translate the content of the 1985 report "Becoming a Nation of Readers" into particular points that all groups can look for in their schools, this checklist consists of 30 questions to help a school or school system assess its strengths and weaknesses. The 30 questions evaluate the categories of philosophy, curriculum development, methodology, testing, and personnel. Each item is to be marked with "always," "sometimes," or "never," resulting in a determination of areas that need to be improved. (SR)

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Administrative Self-Analysis Checklist

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Administrative Self-Analysis Checklist

Becoming a Nation of Readers (Anderson et al., 1985) has had tremendous impact on many groups associated with teaching reading, including administrators, teachers, parents and policy makers. However, it is sometimes easy to read such a book and have difficulty translating the content into specific "do's and don't's" for the work day.

How can this report of the Commission on Reading be summarized into particular points that all groups can look for in their schools? With administrative leadership, a Self-Analysis Checklist used by any one or combination of groups, based on the major points highlighted by the book, can help a school or school system assess its strengths and weaknesses and determine areas that need to be improved. Administrators can then lead teachers, parents, and policy makers toward improvement.

To complete the following survey, the user should mark column I (always), column II (sometimes), or III (never) for each item. When complete, the survey should be turned horizontally. Those answers closest to the right margin will indicate weaknesses, while those closer to the left show strengths. The item analysis listed below the survey can help the user classify specific strengths and weaknesses into categories.

	I Always	II Sometimes	III Never
1. Do we have a definition of reading that stresses interaction between text and reader in order to get meaning?			
2. Is our definition of reading clearly understood and implemented by everyone?			

3. Do we make parent education programs available in our community for the parents of pre-schoolers from the time that the children are born?

4. Do we have a kindergarten program that is aligned with the developmental needs of young children and stresses listening, reading, writing and speaking language in realistic situations?

5. Do we encourage everyone to spend quality time reading aloud to children every day, both at home and at school?

6. Do we plan together so that we spend our time teaching the most meaningful phonic elements early in our instructional program?

7. Do supervisors of instruction work with teachers to find ways to help students relate prior knowledge to current lessons?

8. Do we take the time to be sure our youngsters have the necessary background to understand our lessons in all areas of the curriculum before they read?

9. Do we stress extensive silent reading of many types of books in our program?

10. Do we allow youngsters to read silently before they read orally?

11. Do we ignore oral reading errors when the reader is comprehending?

12. Do we limit the amount of seatwork that children are required to do?

13. Does each teacher employ a systematic way of calling on children in the reading groups, so that each youngster in each group gets equal attention?

14. Do we seek to balance skills instruction with the meaningful reading of whole stories and books?

15. Do we really emphasize how important is it for readers to have extensive time to practice reading at school and at home?

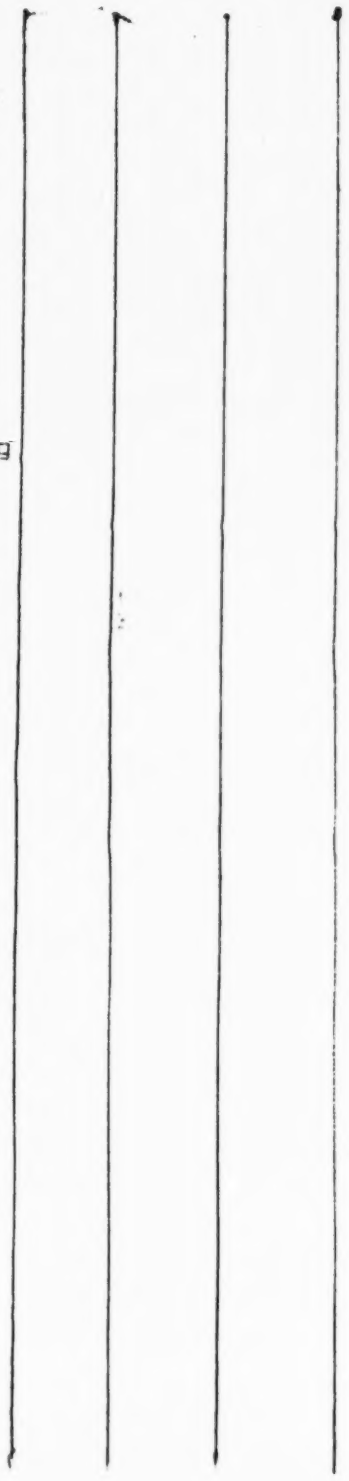
16. Do we encourage the teaching of composition, rather than just handwriting?

17. Do we encourage instruction where the functions of written language can be seen by our students, such as making books or writing invitations to PTA meetings?

18. Can we find specific adaptations for the individual differences of children as they learn to read in the regular classroom?

19. Do we carefully and conscientiously take the time to select textbooks, so that we can attend to such items as organization, content, quality literary selections, number of skills per lesson, importance of skills, etc.?

20. Do we work together to avoid letting the basal or testing programs control our curriculum?



21. Do we publicize and demonstrate the limitations of standardized tests to measure the whole acts of reading and writing?

22. Do we deemphasize test mastery as a realistic measure of a quality program?

23. Do we seek and support the best teachers for our program?

24. Do we have specific programs to support our best and brightest teachers?

25. Do we work especially hard to support and help new teachers in our school?

26. Do we constantly provide focused, intensive, school-based staff development for our language arts faculty?

27. Do we have an ongoing staff development program that helps us support our teachers in the use of the basal?

28. Is there a qualified, competent instructional leader in place in each school?

29. Do we work with our local colleges and universities, as well as within our own system, to improve teacher education?

30. Do we promote order and discipline in our schools with methods that are appropriate for our children, so that our language arts instruction can proceed smoothly?

Item analysis: philosophy (#1,2,4,5,7,30), curriculum development (#3,6,14,15,16,19,20), methodology (#5,6,7,8,9,10,11,12,13,14,15,16,17,18, 30), testing (#20,21,22), personnel (#23,24,25,26,27,28,29)

Note some items are cross-referenced.